Evaluation Learning Craft And Entrepreneurship In SMA Negeri 1 Cangkringan

Eka Juliana, Endang Mulyani

Abstract— The purpose of this study is to reveal the achievement of learning craft and entrepreneurship in SMA Negeri 1 Cangkringan which includes: 1) Context (Relevance of RPP to Permendikbud no. 22 in 2016). 2) Input (Teacher qualifications, Infrastructure). 3) Process (implementation of learning). 4) Product (Learning Outcomes). This research is an evaluation research with the evaluation model used is the CIPP (Context, Input, Process, Product) model. Research subjects included 1 teacher of entrepreneurship and entrepreneurship and all students of class XI totaled 124 people. Data collection techniques using questionnaires, observation and documentation. The analysis used is quantitative descriptive. The results of this study indicate that learning craft and entrepreneurship at SMA Negeri 1 Cangkringan are as follows: 1) context (Relevance of RPP to Permendikbud no. 22 2016) is in good category 2) inputs (teacher qualifications, facilities and infrastructure) are in the good category 3) the process (implementation of learning) is in the very good category. 4) the product (learning outcomes) is in the enough category.

Index Terms— evaluation, learning, craft and entrepreneur

1 INTRODUCTION

Education as an important aspect for every nation. Improvement efforts in the field of education are a must to always be carried out so that a nation can progress and develop along with the advancement of science and technology. Education is essentially a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual spiritual strength, self-control, personality, intelligence, noble character, and skills needed in society, nation, and country [1] (Law No. 20 of 2003 article 1 paragraph 1 concerning the National Education System). In addition, according to [2] Law no.23 of 2006 "learning is the process of interaction of students with educators from learning resources in a learning environment". Based on that learning is a process of interaction between the teacher and students which contains a variety of activities aimed at making the learning process (behavior change) occur in students and schools is where teaching and learning activities are held.

Learning is carried out in high school (SMA) is learning that develops students from various aspects of both attitudes, knowledge and skills, in addition it can be applied in life in school, family, and society. One of the goals of secondary education is to develop independent and creative students. According to data from the Indonesian Central Statistics Agency in 2018 [3] secondary schools were 7.90% ranked first compared to the other levels. Whereas the data center of the Special Region of Yogyakarta statistics center in August 2017 [4] sleman district has the highest school / public unemployment rate in DIY. In line with that, the data of the sleman district statistics center in 2017 [5] shows that in the sleman district the unemployment rate at the senior high school level is ranked first compared to other districts with 4,965 inhabitants. Based on the above data it can be concluded that there are still many high school graduates currently who dominate the unemployment rate both in Indonesia, DIY and especially Sleman Regency. Basically high school graduates are prepared to go on to college, but in fact high school graduates are more interested in finding work in a company than continuing to college. Therefore, high school graduates need some expertise to compete in the world of work so that students who are not accepted as workers are not unemployed but will create jobs by looking at opportunities. As an effort to develop students' skills and creativity, currently the 2013 Curriculum applies crafts and entrepreneurship subjects as compulsory subjects that emphasize aspects of using science and technology as well as local wisdom. The implementation of these two aspects can be carried out in the form of activities to produce crafts, engineering, cultivation, and processing (Ministry of National Education [6]). The subjects of craft and entrepreneurship are new subjects useful for themselves, but for others and for the Indonesian people. At school to support these goals through the implementation of learning craft and entrepreneurship, the subjects of craft and entrepreneurship are carried out in secondary education units SMA / SMK / MA supplemented by local content, as stated in the regulation of the minister of education and culture of the Republic of Indonesia number 69 of 2013 [7]: "Group B subjects are groups whose substance is developed with local content developed by the regional government". The purpose of this workshop and entrepreneurship subject is to give a picture to the students in high school about the importance of entrepreneurship. Learning program is a program implemented by teachers to develop competencies, indicators, learning objectives in a learning process in class. Preliminary observations that have been made by researchers at SMA Negeri 1 Cangkringan show several problems in learning craft and entrepreneurship today. The problem that arises is in the case of teachers who have not prepared a lesson plan appropriately, teachers who support craft subjects and entrepreneurship have entrepreneurship education qualifications, teachers still use conventional learning methods so as to make students' interest in craft and entrepreneurship subjects less, facilities and infrastructure less complete, and teachers have not yet carried out a comprehensive assessment of the results of learning craft and entrepreneurship. Based on the above reasons, an Evaluation of Workshop Learning and Entrepreneurship was conducted at the State Senior High School 1 Cangkringan.
2 LITERATURE REVIEW

2.1 Evaluation
Etymologically, the word evaluation comes from the English language evaluation, which means assessment or assessment. Evaluation plays an important role in the learning process and learning technology. According to Arikunto & Cepi [8] states that evaluation is an activity to gather information about the workings of something, which then the information is used to determine appropriate alternatives in making a decision. Evaluation according to Stufflebeam, Daniel Land & Shinkfield [9] states that: "Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomenon ". Based on the description above, the definition of evaluation is a process of providing information that can be used as a consideration to determine the value and advantages (the worth and merit) of the objectives to be achieved, design, implementation and impact in directing decision making, assisting in accountability and increasing understanding of the phenomenon. In addition, according to Arikunto and Cepi [8] said that evaluation is an activity to influence information about the workings of something, which then the information is used to determine appropriate alternatives in making a decision. So, evaluation is a process of systematic activities carried out to collect data and information relating to the object of evaluation, which is then processed to be used in determining decisions.

2.2 Learning
Learning which is often referred to as teaching and learning, as a translation of the term "instructional" consists of two words, learning and teaching. Learning is a process marked by a change in a person. This is consistent with the opinion of Schunk (2008: 2) in Thimoty [10], "Learning is an enduring change in behavior, or the capacity to behave in a given fashion, which results from practice or other forms of experience". Learning is a change in behavior that lasts a long time, or in the capacity to behave in a certain way, which is the result of practice or other forms of experience. In line with Slameto [11] learning is a process of effort by someone to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment.
Based on some of the experts above learning is a business process carried out by individuals consciously to obtain certain behavioral changes, both those that can be directly observed or those that cannot be directly observed as experiences (exercises) in their interactions with the environment.

2.3 Craft and entrepreneurship
According to Nurhayati, et al [12], in the 2013 curriculum, craft education and entrepreneurship were taught to all high school, MA and vocational students. The purpose of this subject is to foster an entrepreneurial spirit early on.
The subject of craft and entrepreneurship can be classified into knowledge-knowledge, which is developing knowledge and practicing life skills based on art, technology, and economics. This learning begins with exercising the ability of creative expression to express ideas and ideas so that they are pleasing to others. And rationalized technologically so that the skills boils down to the appreciation of renewable technology, ergonomic results, and applicative use of the surrounding environment by paying attention to their impact on ecosystems, management, and economics. Ministry of Education and Culture [13], According to Nurhayati, et al [12], the word entrepreneur is a translation of the word entrepreneurship, the word comes from the French entrepreneur which means responsible. Entrepreneurs are people who are responsible for compiling, managing and measuring the risk of a business. Entrepreneurship is the process of creating something new (new creation) and making something different from what already exists (innovation).

3 METHODOLOGY
This research is an evaluation research with the evaluation model used is the CIPP (Context, Input, Process, Product) model. Research subjects included 1 teacher of entrepreneurship and entrepreneurship and all students of class XI totaled 124 people. Data collection techniques using questionnaires, observation and documentation. For more details can be seen in the following table:

Table 1. Matrix of workshop and entrepreneurship learning program components

<table>
<thead>
<tr>
<th>Component</th>
<th>Context</th>
<th>Input</th>
<th>Process</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>RPP</td>
<td>Teacher Qualification</td>
<td>Student Teacher</td>
<td>Learning outcomes</td>
</tr>
<tr>
<td>Teacher</td>
<td>Documentation</td>
<td>Observation</td>
<td>Questionnaire</td>
<td>Teacher Documentation</td>
</tr>
<tr>
<td>Facilities and infrastructure</td>
<td>Quantitative</td>
<td>Quantitative</td>
<td>Quantitative</td>
<td>Quantitative</td>
</tr>
</tbody>
</table>

The validity of questionnaires was measured using CFA. The reliability instrument was calculated using Cronbach’s alpha. Analysis data that is analyzed is descriptif quantitative. Rumus criteria that is analyzed is menurut Mardapi [14] as berikut:

Table 2. Assessment Criteria

<table>
<thead>
<tr>
<th>No.</th>
<th>Value Interval</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X&gt;Mi+1.5Sbi</td>
<td>very good</td>
</tr>
<tr>
<td>2</td>
<td>Mi+1. Sdi &gt; X ≥ Mi</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Mi &gt; X ≥ Mi - 1. Sdi</td>
<td>Enough</td>
</tr>
<tr>
<td>4</td>
<td>X&lt;Mi - 1. Sdi</td>
<td>not good</td>
</tr>
</tbody>
</table>

Information:
X: Respondent's score
MI: The ideal mean that an instrument can achieve
SDI: Ideal SD that instruments can reach
MI is determined by: MI = ½ (ideal highest score + ideal lowest score)
SDI is determined by: SDI = 1/6 (ideal highest score - ideal lowest score)
As for aspects of the product (learning outcomes) that can be in the form of student competencies. The data is analyzed by matching the average results of existing data with the
Table 3 Product Component Criteria

<table>
<thead>
<tr>
<th>Value achieved</th>
<th>Predicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>Very good (A)</td>
</tr>
<tr>
<td>81-91</td>
<td>Good (B)</td>
</tr>
<tr>
<td>66-80</td>
<td>Enough (C)</td>
</tr>
<tr>
<td>56-65</td>
<td>Medium (D)</td>
</tr>
<tr>
<td>0-55</td>
<td>Less (E)</td>
</tr>
</tbody>
</table>

Source: Anas Sudijono [15]

4 RESULT AND DISCUSSION
Based on research, obtained some information about the evaluation of learning and entrepreneurship held in SMA Negeri 1 Cangkringan using the CIPP model. To make sense of these findings, this section presents a discussion of research findings based on the research findings.

a. Context (Relevance of RPP to Ministry of Education and Culture Regulation no 22 of 2016)

Based on empirical findings from the context of the Relevance RPP component with Permendikbud No. 22 2016, it was found that in entrepreneurship learning in SMA Negeri 1 Cangkringan which was used as the research subject was in the ‘good’ qualification with a score of 102.

The results of this study are supported by researcher Muchlich [16] who states that the lesson plan is a learning unit for perunit subjects that will be determined by the teacher in classroom learning. The lesson plan is a very helpful guide for the teacher to conduct the learning process in an organized manner.

b. Input (teacher qualifications and infrastructure)

1). Teacher Qualifications

SMA Negeri 1 Cangkringan has a teacher whose educational background is known: Bachelor (S1). Bachelor of Education, Department of Textil. And it is also known that the teachers / masters of the subject of craft and entrepreneurship do not yet have certification because they have only taught for several years at the school, but have often participated in training and education to improve their competencies both at school, MGMP, and provincial levels. This is seen from the results of observations, namely obtaining a score of 13 in the good category.

Teacher qualification is important in line with the opinion of Eko Puto Widoyoko [17] revealed that teachers with teacher education background are more easily adapted to the school environment, because it is equipped with a set of supporting theories.

2). Infrastructure

The results showed that the facilities and infrastructure for learning craft and entrepreneurship at SMA Negeri 1 Cangkringan were in accordance with Ministry of Education Regulation No.24 of 2007 regarding the standard of facilities and infrastructure for SMA but there were still minor deficiencies such as lack of cleaning equipment, lack of ventilating equipment large etc. This is seen from the results of observations that obtained a score of 17 with a very good category. According to Hartati Sukirman [18] facilities are all facilities needed in the process of teaching and learning both mobile and non-mobile so that the achievement of educational goals runs smoothly, regularly, effectively and efficiently.

3). Overall input

The results of the evaluation learning of craft and entrepreneurship at SMA Negeri 1 Cangkringan in all inputs namely teacher qualifications and infrastructure showed the finding that overall observations were in the good category with a score of 30.

c. Process (implementation of learning)

In accordance with the results of the study of the learning process of craft and entrepreneurship in SMA Negeri 1 Sleman based on the questionnaire is 76% with a good category. Observation results indicate that the implementation of the learning process at SMA Negeri 1 Cangkringan is included in the excellent category with a score of 102.

According to made wina [19] states that without a clear strategy the learning process will not be directed so that learning objectives will be difficult to achieve optimally.

d. Product (learning outcomes)

The evaluation results craft and entrepreneurial learning in SMA Negeri 1 Cangkringan on the product indicates that the overall findings of the value of the study of students were in the category enough to score an average of 73.

5 CONCLUSION

Based on the results of research and discussion previously stated, the conclusions in this evaluation study are seen from:

1. The context of learning and entrepreneurship in the components of the relevance of RPP to the Ministry of Education and Culture Regulation No. 22 of 2016 regarding the standard process of primary and secondary education is in good qualifications.

2. input learning craft and entrepreneurship at SMA Negeri 1 Cangkringan in the components of teacher qualifications and infrastructure are in good qualifications.

3. the learning process of craft and entrepreneurship at SMA Negeri 1 Cangkringan with the learning implementation component is in very good qualifications.

4. A craft and entrepreneurial learning products in SMA Negeri 1 Cangkringan with components of learning outcomes that are in the qualification enough.

ACKNOWLEDGMENT

We wish to thank Universitas Negeri Yogyakarta for supporting this study.

REFERENCES

[2] Permendikbud RI no 23 tahun 2013 tentang standar penilaian pendidikan
[7] Permendikbud RI No.69 tahun 2013 tentang kerangka dasar dan struktur kurikulum sekolah menengah atas /
madrasah aliyah.


